DOCUMENT RESUME

ED 236 521 CG 017 073

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TITLE Implementing an Advisory Program in Secondary Schools. Georgia Comprehensive Guidance Series.
INSTITUTION Missouri Univ., Columbia. Dept. of Counseling and Personnel Services.
SPONS AGENCY Georgia State Dept. of Education, Atlanta. Office of Planning and Development.
PUB DATE 81
NOTE 78p.; For related documents, see CG 017 072, ED 222 846-851 and ED 222 784-794.
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Adolescents; Humanistic Education; Interpersonal Competence; *Noninstructional Responsibility; Parent Teacher Cooperation; *Secondary Education; Self Concept; Staff Development; *Student Teacher Relationship; *Teacher Guidance; *Teacher Role
IDENTIFIERS *Advisory Systems

ABSTRACT

Advisory programs emphasize that one of the roles of teachers is to support the learning program and personal growth of a small group (15-20) of students through warm, nurturing, individualized attention. The teacher/advisor serves not only a significant role with the student but also with the student's parents, becoming the link between home and school. This manual is written for secondary school educators as a framework for the development of an advisory system and program. The manual delineates the characteristics of a successful advisory program including a focus on the individual, regular meetings, teams, staff commitment, guidelines and materials, and staff development. Guidelines for the development of an advisory program are provided focusing on needs assessment, planning, roles, management and implementation, and evaluation and adjustment of the advisement program. The remainder of the manual provides group activities for staff development, exploring all aspects of an advisory program including anxious responses, scheduling, alternative settings, advisors, advisory system plans, staff needs and skills, record keeping, handbooks, and parent conferences. (BL)

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IMPLEMENTING AN ADVISORY PROGRAM

IN

SECONDARY SCHOOLS

Georgia Comprehensive Guidance Series

Georgia State Department of Education
Atlanta, Georgia
1981

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CG 017073

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GEORGIA COMPREHENSIVE GUIDANCE PROGRAM

GUIDANCE AND COUNSELING UNIT

STUDENT SUPPORT SERVICES

GEORGIA DEPARTMENT OF EDUCATION

ATLANTA, GEORGIA 30334

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State Superintendent of Schools

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Introduction

There is nothing more conducive to an individual's self-growth and understanding than a warm, accepting, nurturing significant other; someone who you know is on your side. This person can be a spouse, a sibling, a parent or a friend. Unfortunately though, in our complex and harried society many people never have the chance to experience this, especially in school.

Can schools provide students with such relationships? Many educators begin their careers with this ideal in mind. However, the overwhelming numbers of students, enormous demands on time, and the pressures to accomplish specific tasks make it exceedingly difficult for the school staff to provide students with warm, nurturing, individualized attention.

An Advisory System may become the vehicle for teachers, counselors, and administrators to demonstrate to students that they care about them. A properly functioning Advisory System can provide a manageable way to deal with the frustrations of depersonalization in our schools. The view of a properly functioning Advisory System accents the individual-personal relationship of the advisor and student. The Advisory System label can be attached to an administrative scheme that has little or no focus on facilitating the ability of the individual student to take responsibility. However, the perspective of this approach to advisement is on individual student growth through involvement with educators and parents.

The Emerging Teacher Advisor System

Many schools in Georgia are already initiating new advisement programs. The programs may vary in content, time, structure and many other ways; but the basic concept remains the same. Teachers are becoming advisors. Students are now continuously interacting with at least one significant adult in the school. Teachers are accepting responsibility for supporting the learning program and personal growth of a small group of students through their high school years.

- Why is this change in school programs happening?
- What are the components of the program?
- What are the outcomes?
- Is it worthwhile?

Parents often complain about counseling services in their schools. Teachers frequently criticize "that counseling department" as well. Even students, the recipients of counseling, often do not appear to appreciate the service. Yet, when counselors have the responsibility for meeting the needs of several hundred students, they are finding it impossible to be all things to all people and often hide behind mountains of transcripts, test booklets, and file cabinets. As a result, it is impossible for a student to go through school without anyone really knowing him or her. The counselor/student ratio permits "nothing more than a perfunctory encounter between professional and student" (Trump, 1977).

But what about the students' contacts with teachers? Because of the specialization of teachers, faculty members relate to each other and to the students in terms of their particular subject matter areas. Teachers usually have about 150 students during the school day and as many as 450 during the school year, seeing each student in a group of 25-30 for approximately one hour a day. It is very difficult to really know a student with so little individual contact.

Schools have often emphasized cognition at the expense of humanness. Therefore, human development has been suggested as the responsibility of counselors and the guidance program. However, the counselors and the guidance program have been ineffective because of the tremendously large student/counselor ratios and a continual extension of duties and responsibilities. The fact remains that relationships at school are very important to youth; they need adults at school who know them and their problems.

The community, especially the parents of students, is concerned about what is happening in schools. Parents feel that they are only wanted in "crisis times." They may even feel unwanted in schools when they are curious about or interested in a school matter. They do not know whom to call about what.

Because of these needs, counselors and administrators and the nation are involved in examining the Advisory System process. The Georgia State Board of Education (1976) recognized the importance of students having someone in the school who knows them well enough to advise them when they start their secondary experience and periodically advising them thereafter. Part of the new graduation requirements for the state provides for this activity.

What is an Advisory System?

The justification for using an Advisory System is based on the belief that faculty, students, and parents will derive more satisfaction and function more effectively if every student in the high school is able to relate personally, in a comfortable way, with at least one adult in the school. In order for this one-to-one relationship to exist, it is desirable to involve every faculty member in a program which includes all the students and their parents. Each teacher, counselor, administrator, and specialist acts as an advisor to a group of 15-20 students. The advisor and the student relate to each other in a person-to-person manner focusing on the student's total life career development. The faculty members relate to each other as advisors sharing ideas about successfully dealing with their advisees and their advisement responsibilities. Parents are relating to an individual (the advisor) in the school who knows the "total" person rather than being limited to a classroom view point.

Student Advisement. Advisement is not to be confused with the traditional registration or homeroom guidance; rather, it is a program that emphasizes the following:

- Total school involvement
- Identification of a significant adult in the student's school life
- Development of strategies that will assist the student in developing a strong self-concept
- Meaningful parent participation
- Relating school work to career planning
- Support for student decision making and efforts to assume responsibility for planning and goal setting
- Monitoring and integrating life role skills development, e.g. learner, individual, citizen, consumer, producer.

The areas of responsibility the advisor assumes vary from school to school, but most reviewers agree that the three major areas are (1) program planning, (2) parent contact and (3) personal development (Hawkins & Cowles, 1976; Hubel, 1974; Hoff, 1977; Warner & Moody, 1977). In some schools the advisor's role has gone beyond these three areas and in some schools the role appears limited to administrative tasks. Other areas of responsibility include such responsibilities as record keeping, self-assessment, survival assistance, personal problem discussion, attendance monitoring, and being

a friend. The important point to keep in mind is that each school needs to create a program which comfortably fits its needs.

Benefits. The *students* should benefit from the program in a number of ways, the greatest being an increased ability to better understand their own interests, strengths, and goals. Additionally, they should become more familiar with the activities and facilities of the school, and recognize teachers as individuals who can relate to students in situations other than the traditional classroom structure. Many teachers already help students on a one-to-one basis; but many students are too shy to ask for assistance, and many do not realize that teachers really do want to help.

Teachers, too, will benefit from an advisement program. They will not only be able to more accurately identify student needs, problems, and desires, but also may become more effective teachers by using skills gained through participation in the program. When organized in advisory teams, faculty members are able to relate across departmental lines and often experience increased job satisfaction.

The development of an advisement program can have an immediate impact on *counselors*. Some counselors may approach advisement with trepidation. They may fear that their jobs are in jeopardy or that they will lose what they may feel is already a tenuous place in the school's organizational structure. Part of this emotional reaction may be based on lack of confidence in their new role. However, counselors are needed and utilized more than ever in an advisement program structure. In many instances counselors may not now have opportunities to use all the skills they have--skills which could make them more important and valuable members of the school staff. The counselor functioning in a program of advisement serves as a prime resource for both advisors and students. Freed from an abundance of paper work and integrated into the mainstream of high school life, the counselor is finally able to use his or her talents and training. The counselor will continue to fulfill many of the traditional roles such as crisis counseling, but the teacher advisor system frees the counselor to deliver a higher level of professional service. The counselors work with teacher-advisors helping them to learn their responsibilities, modeling appropriate advisor behavior, and leading in-service training sessions on human relations and other guidance and counseling skills.

The school *administrator* has the key role in the establishment of the advisor concept. In schools where the principal is disinterested or does not have a good understanding of the concept, very little progress can be made (Trump & Georgiades, 1977). The administrator's role is crucial. By virtue of their authority and expertise, they are in the best position to determine the direction of the advisement program within the school. The administrator can serve as a model advisor, can demonstrate commitment, share responsibility, create a feeling of trust and caring, and promote confidence in the concept. This will foster a positive and understanding attitude among the staff toward necessary changes and toward the advisory program.

An advisement program can provide a more positive climate for the total school. When the program is functioning properly, communication will improve among counselors, administrators, and teachers. Each group recognizes the interdependence of their different roles and gains a new respect for one another's contribution to the process of helping students. Thus, student advisement can provide a personalized education and result in increased feelings of belonging for both students and staff.

Before presenting the components involved in setting up the Advisory System, some attention needs to be given to the educator's attitude toward the proposed change which is being suggested. Learning about the advisement system itself and developing the skills to implement it later will be easier if professionals are feeling positive about the change.

It is not uncommon for school professionals to feel quite comfortable in the roles they have established for themselves, even though they may feel some dissatisfactions with the climate in the school. However, changing procedures on a grand scale may seem too massive a task for any individual or small group. Therefore, everyone continues to do the best they can at their own job, with little or no change ever taking place in the total system. Changing a total system requires input and cooperation from everyone. Change can be perceived as an annoyance and disruptive or as a constructive and proactive move toward actualization of worthwhile goals.

Summary Characteristics of Successful Advisory Programs

School leadership personnel should be aware of the critical elements related to successful advisory programs. It may be easy to overlook the

complexity and subtleties involved in implementation and maintenance. Schools who try to "cut corners" often place the advisory program in jeopardy or limit its effectiveness. A list of critical elements follows. Failure to provide for these elements should be a confronting issue for planning leadership personnel.

1. Focus on the individual student. Time for advisor-advisee meetings is important. While some group activities can be efficient and/or stimulating, the individual, one-to-one contact between advisor and advisee is critical.

2. Regularly scheduled time within the school day for advisement is an essential. While before and after school activities may often occur, the core of the program should be within the school day.

3. Advisement teams must function in a cohesive and supportive manner. Advisors should not become isolated. Teams should meet regularly to solve problems, for planning and for staff development.

4. Total staff participation and commitment to advisement program goals should be overtly supported by administrators. Administrators often model this by their own participation. Advisement is as important as any other school activity or experience.

5. Provision of guidelines and accompanying materials to support advisory activities allows advisors to feel secure and competent. An open-ended, poorly supported program will be able to offer few benefits to advisees.

6. Staff development before implementation and after installation are both critical. While knowledge and skills are basic, dealing with staff anxieties and attitudes should never be overlooked.

DEVELOPING AN ADVISEMENT PROGRAM FOR YOUR SCHOOL

The establishment of an advisement program must be an ongoing developmental process carried out by those who are involved in the implementation of the program. Each program will be a unique creation of the persons involved. Although there are common areas on which most advisement programs focus, there are no particular content, structure, or tasks common to all advisory systems.

The developing and implementing of an advisement program necessitates going through a systematic, stage-by-stage process. Experience and research indicate that four stages are common in the establishment of an advisement program:

1. Establishing a need for an advisement program.
2. Planning for the implementation of an advisement program.
3. Managing and implementing the advisement program.
4. Evaluating and adjusting the advisement program.

Stage 1: Establishing a Need

Schools will derive many benefits by implementing an advisement program. However, it is imperative that local school districts themselves assess and establish their own need. It is only through establishing a need and a sense of ownership that a commitment will evolve.

An established advisory system has an impact no more than just the advisors and advisees. The school board, the administration, students, parents, and all school staff are an integral part. So it is logical to survey the needs of all these individuals and groups. Encouraging their input serves two very important functions. First, it encourages involvement and commitment. Secondly, it provides a broad spectrum of information that can assist in adapting the advisory system to meet the needs of the local school district.

The activities for this stage should include the following:

- Identifying significant problems that might be resolved by an advisement program
- Creating a climate conducive to change
- Gaining ownership and building support for advisement by those who must implement the program

Significant Problems. Activities should be conducted at a school site that assist in identifying significant problems that the advisement program might address. These activities should be participative in nature. One way to proceed would be to hold a meeting of interested staff to identify problems in the school that need resolution. Perhaps some of the problems identified would include such things as poor school attendance, low student morale, lack of student interest. It might be determined that an advisement program would be one strategy by which to address these problems. It should be emphasized here that the identified problems should be clarified to the point that anyone not attending the meeting would understand the meaning of the identified problems. Clear statements of the problems could then be written in such a way that the significant ones are emphasized.

An additional approach to the identifying of problems would be through a formalized system of needs assessment. In fact, the decision to conduct such an assessment is typically an outgrowth of the kind of planning session described above. The needs assessment would request input from administrators, teachers, and students regarding the outcomes they would desire as a result of an educational program.

Creating a Climate. Once problems have been identified that might be addressed by an advisement program, the planning group must create a climate conducive to change. One of the greatest obstacles to this task is fear--fear on the part of those people affected by change. Staff members will want answers to such questions as, How will I fit into this program? How will my role change? What are the new tasks I must do? These are some of the concerns that are threatening to staff.

School staff need time to determine the relevance of advisement to the problems identified by the school. Activities need to be designed that will help those affected by an advisement program to recognize the personal relevancy of the program. Once that relevancy is established, individuals will more eagerly participate.

Communication is the key. To help staff overcome their fear of change and recognize the relevancy of the program, there must be a steady flow of communication between program developers and affected personnel. It will be important to keep close liaison with the principal. In addition, it will be important to communicate clearly about advisement to those members of the staff, student body, and community who are receptive to the program.

Gaining Ownership and Building Support. Cooperation and commitment are key words in this stage of the process; both can be acquired through shared decision making. Rather than using majority rule, some form of consensus agreement is usually the best decision-making strategy. When using a consensus strategy, a group considers one problem at a time, with time allowed for definition of each problem as well as time for the generation of alternatives and debate. All ideas of participants are accepted and used toward the creation of a solution (advisement, for example); then the solution is submitted to the consensus test question: "Given the present circumstances, is there anyone here who cannot support advisement for a designated time (one month, one year, etc.)?" Additional discussion, debate, and often revision of the solution in question are conducted until the group as a whole can accept or support the decision.

Support is also established by securing commitment of the shcool leadership team. The principal is a key person from whom the proponents of advisement must gain approval. A school staff which has a principal as a member of the in-service team can plan and implement more elements presented in training than schools which have no principal involved. A school site council may be another leadership group from whom support should be secured.

Again, clear communication is essential. To secure commitment and ownership from a school staff, a team should be identified to facilitate an ongoing dialogue between the program developers and the staff and the students. This team should develop a system to distribute information and receive reactions from the school community before decisions are made. This team also forms the core of people who work on the planning, implementation, and management stages of the program.

Stage 2: Planning for the Implementation

Before starting a teacher-advisor system in a school, an administrator must weigh the costs against the benefits. The administrator must know what outcomes can be achieved and decide if they are worthwhile. The cost of a teacher-advisor system is quite high, especially in terms of energy. Redefining roles, acquiring new skills, reorganizing the school's communication lines, offering new programs and finding enough time in the school day are some of the changes that require enormous amounts of energy.

In exploring the various options in organizing the teacher-advisor concept, attention must be given to such items as scheduling, advisor-advisee membership, parent conferences and in-service training. For example, the National Association of Secondary School Principals (NASSP) Model has a teacher serving as an advisor about five hours a week (Georgiades & Trump, 1973). But Trump (1977) found that most teachers felt that they needed more time.

With teachers, counselors and administrators assuming different roles, in-service training is indispensable. Advisors will need to master and use skills which may be new to them. Also, advisors must keep abreast of new and changing information. Hawkins and Cowles (1976) warned that implementing the teacher-advisor concept is a complex task and may take several years to make it fit comfortably within a given school. They also note the importance of an advisement team. The "team" can provide continuing in-service opportunities and encourage advisor cooperation and support.

The above mentioned concerns are examples of what has been learned from experience--it is easy to underestimate what it will take to establish an effective advisory system. Therefore, careful planning and development is extremely important. Some schools who have impulsively initiated programs have encountered resistance and thus abandoned the idea or reduced its mission to quasi-administrative functions. "Readiness" is as important, if not more important, than any other element in the implementation procedure.

Systematic planning helps individuals adapt more readily to change. Establishing an advisement program is a change process. The planning stage is continuous throughout the duration of the program. Its importance lies not in the specifics of the program but in the process itself.

A Steering Committee. In order to carry out the planning responsibility for an existing school program, there needs to be an initial core group of individuals whose responsibilities will include such things as devising the program components and defining the roles of faculty (advisors) and students (advisees). This core committee would also have the capacity to make decisions and institute plans for the implementation of these decisions. The steering committee would attend to each of the component areas: scheduling, advisors (faculty involvement and responsibility), advisor-advisee membership, parent conferences and staff development.

Another factor for consideration by the committee would be communication. How will the system be communicated through the school? Will a handbook be devised? If so, how; by whom? Will there be letters to parents and students announcing the new program?

In forming the steering committee, some of the following issues need to be decided upon:

- How large should this steering committee be?
- Who should serve on it?
- How are these members to be selected?
- What are some responsibilities this core committee should have?
- When should they first assemble?
- What powers need to be accorded to this group?
- Are there any problems we can anticipate in setting up this committee?
- What advantages are there to having a core group active in instituting the advisory program in your school?

Part of the task of the steering committee might also be to form other committees and assign responsibilities within the local school system. The steering committee would also have a major role in anticipating opposition and problems.

Planning the Program. An advisement program must be adapted to the organizational structure of the local school district. There are some common concerns encountered in every school system regardless of the community. As the organizational alternatives are examined to meet the needs of the advisement program and other concerns of the local district, the implications for using each approach should be understood.

The concept of an Advisory System is one that can encompass every person involved in the high school. It affects the process of scheduling, the roles of the entire staff, the involvement of parents, and the learning

of students. Though broad in scope, the Advisory System is made up of logical components which, when clearly understood, are not difficult to actualize. It is necessary then to have a working knowledge of what the system is all about before concentrating on the development of skills to implement it.

How An Advisement System Works

Included in this section is an overall presentation of the Advisory System including a description of the various roles and responsibilities teachers, counselors and administrators may have as advisors.

The "Student Advisement Concept" is a design for improving school climate and for assisting students to develop a sense of belonging through both adult and peer support. It assumes that students need assistance with their total growth as a necessary companion to the development of learning skills. All school personnel (teachers, administrators, counselors, and professional support staff) must be involved in a team effort with parents if the students are to receive the level of support and assistance required for their positive growth.

Described below are areas of responsibility central to an advisement program. Although the functions are not intended to be all inclusive, they should be carefully considered as they have proven to be important aspects of well functioning Advisory System.

Two points should be remembered: Those people serving as advisors continue to serve in their original roles as teachers, counselors, and administrators; but because of the impact of the advisement program, they will find their traditional roles modified. Moreover, they will need training before being able to perform the recommended advisory functions. These points will be covered in more detail in later sections of this material.

Areas of Responsibility

Program planning, parent contact, and personal development, are the main areas of the advisor's role. But advisors also have other responsibilities to their advisees and to their school. Below are listed twelve categories of possible advisor responsibility with the definition

of each. It is doubtful that a school would place equal emphasis on each responsibility. A school may wish to consider other responsibilities not listed. Regardless, caution should be used in overloading the advisory program in the initial stages. Some areas of responsibility require considerably more staff development than others.

1. Program Planning: Any activity dealing with the act of choosing school courses, such as course selection, evaluation of course schedule, or tentative, long-range educational planning.

2. Self-Assessment: The analysis an advisee makes of their behavior, performance or actions in an effort to strive for continuous self-improvement and understanding. All goal-setting activities are included in this category.

3. School Offerings Awareness: Any activity that contributes to an awareness of the school and its programs, philosophies, and actions.

4. Parent Relations/Conference: Those special activities designed to increase parent participation in the schooling process of their children and to ensure frequent positive contact among the advisor, student, and parent.

5. Decision-Making Skills: The conscious application of a process to make decisions. Although decision making is woven into activities in many categories, it is often a distinct responsibility of advisors.

6. Career Planning/Preparation: Activities to help students select and prepare for a career. Requires the development of an Individual Career Development Plan. Exploration activities are frequently recommended.

7. Learning Style Analysis/Study Habits: Activities to aid in the assessment of the student's learning style and its effect on academic progress. Adjustment to the school environment/academic needs can be supported by these activities.

8. Competency-Based Education: Activities designed to review the Contemporary Life Role Skills and the graduation requirements related to them.

9. Employability Education: Activities to aid in job seeking, school-to-work transitions and job maintenance.

10. College Preparatory Planning: Activities related to selecting post-secondary educational programs, application procedures, financial assistance, and testing programs.

11. Personal Crises Management: Contacts that support the solving of minor personal problems and awareness activities for major crises referral and follow up.

12. School/Community Issues: Activities concerned with the human aspects of individuals working together. Included are human development activities and group building. This area also includes any discussions needed about current school-wide issues that might arise during a school year, e.g., vandalism, needs assessment about programming.

Advisement Roles

Central to a student advisement program is the advisor concept. Advisors can be teachers, counselors, administrators, or anyone on the school professional staff with the desire to assist in meeting the total educational needs of students. Although the areas of responsibility described above are common to all advisors, these same individuals (counselors, administrators, teachers, parents, etc.) also perform functions unique to their roles on the school staff or in the school community. These special functions are described below.

Principal's Role. For some principals, student contact involves mainly "disciplinary" action with resulting negative feelings. The Advisory System does not guarantee the principal freedom from that disheartening task. But personalized contact and program planning will increase student motivation and involvement in the school. This is not to say that the principal will never have "discipline" problems--but he or she should have fewer of them. Advisement should help prevent these problems.

The Advisory System needs the principals to function as advisors. The principals will thus also have the opportunity for full participation in helping relationships. The principal can serve as a model for the other advisors. As a model advisor he or she needs to sustain participation with enthusiasm. This is extremely important. In fact, the principal must help provide for long-term maintenance of the program. Since making changes is never easy, the rest of the staff will need support as they learn the role of advisor and make necessary adjustments and improvements. As advisor, the principal develops an increased sensitivity to the problems of advisement. Seeing a principal share equally the responsibilities of advisor will enhance the feeling of togetherness of the faculty.

Can an Advisory System exist without the principal participating as one of the advisors? Perhaps. However, it may be difficult to create

a positive and understanding attitude among the staff. Each staff member has other responsibilities and other time demands. All staff could possibly treat an advisement as an ancillary task!

Everyone needs to feel trusted and cared for: counselors, teachers, administrators, and students. The environment should say to all within: "You are trusted." Principals can create this feeling. It includes confidence in the advisement concept, the staff, the students and oneself. With this confidence, the principal will be willing to take the risks necessary for implementing an advisory system.

Teacher's Role. Being an advisor in the Advisory System makes it possible to give a few individual students personalized care and attention. An advisor has 15-20 advisees for all of their high school years. The student chooses their advisor in one of several ways. The choice may be based on curriculum or out-of-school interests of the advisor. The choice may be an advisor the student already knows. It may be that a group of students choose the same advisor so they can be together.

The advisor is given the permanent cumulative records of his or her advisees. This allows for easy access to the student files during the advisor-advisee meetings. Preferably, the folders are kept in an Advisement Center, which is also where the advisor-advisee meetings are held. The meetings are held during a regularly scheduled time, which varies in length from school to school. The scheduled advisement period usually takes priority over any other commitment the student might have.

The Advisory System acknowledges the need of the student to have a longterm, personal relationship with an advisor, be it teacher, principal, or counselor. The Advisory System provides the time and structure necessary for this involvement to occur. The work of the teacher is supported and enhanced by the Advisory System.

Counselor's Role. The counselor's role in the high school has traditionally included at least a number, if not all, of the following functions:

- Crisis-oriented counseling
- Administering and interpreting tests
- Educational/vocational guidance for seniors
- Scheduling and student registration
- Student record upkeep

The counselor's role in the high school which uses the Advisory System includes:

- Providing advisors with backup support by dealing with crisis-oriented referrals,
- Administering and interpreting tests along with other advisors,
- Helping advisors develop skills in providing students with educational/vocational information,
- Scheduling and student registration of 15-20 advisees,
- Student record upkeep of 15-20 advisees,
- Developing out-of-school learning programs,
- Helping advisors develop skills in active listening, group dynamics, parent conferencing, and conflict resolution.

In a comparison of the two role descriptions it becomes evident that the number of responsibilities does not vary greatly. What is strikingly different is the manner in which each method meets the needs of the students and utilizes the talents of the counselor.

Traditionally, the counselor has been responsible for as many as several hundred students in the school. Interaction between student and counselor has been limited to brief encounters during registration times or painful encounters during problematic times. Interaction between teacher and counselor has been limited to faculty meetings, workshops, and brief consultations regarding "problem" students. The school program has simply not included the means for significant and consistent dialogue between fellow faculty members as well as a number of students.

With the utilization of an Advisory System in a high school, the communication barriers between faculty members, and between faculty and students are lessened. Because personal caring becomes basic in the school, there is equal involvement on the part of every faculty member and every student. Very simply stated, an advisement program will serve to enhance the work of the counselor rather than to jeopardize his or her faculty position.

Student's Role. Does the student/advisee have a role and responsibility in an Advisement System? Definitely YES! Advisees are responsible for attending advisement appointments on time, for contributing to advisement group activities, for bringing up honest concerns, for self-disclosure, and for active participation and involvement in their own program planning and parent conferences.

Some students will need assistance in learning the skills of being an advisee. Students will learn from their advisors, from each other, and perhaps from special "in-service" activities. Also, students should be involved in all facets of planning and implementation of a School's Advisory System. This will do much in the way of creating enthusiasm and commitment on the part of students as well as providing opportunities for skill acquisition.

Stage 3: Managing and Implementing

The planning activities set direction and clarify issues pertinent to advisement. The next task is to manage and implement the plan. The critical components must be structured and organized for installation. The structuring process should clarify responsibilities.

An organizational structure delineating the individual responsibilities for various aspects of implementation is basic to advisement program initiation and survival. For example, school site administration needs to exert strong pressure to accomplish the results and support the direction of the advisement plan developed during the planning stage. Counselors need to provide leadership and responsibility for the implementation of the advisement program. The district office should provide support for development of the planning staff (release time, etc.) and assist in the identification of materials to be used in the program.

There are four major structural decisions to be made. These structural areas are:

1. Scheduling
2. Advisor-Advisee Membership
3. Advisement Center
4. Parent Conferences

Scheduling

It is important to keep the basic purpose of an advisory system in focus when organizing the program. It is possible for an "advisory type" system to be oriented toward school system efficiency rather than personalizing student learning. While the system should be reasonably efficient, an overconcern for efficiency can distort the purpose. It is possible to have an advisory system and not significantly increase individualized student contact and involvement. A "warmed over" home room approach wherein the student is only seen in a group and the goals are limited to mainly administrative concerns, such as a class scheduling, record keeping, and announcements, will probably offer little personalized development. While scheduling may be one responsibility of the advisor and group meetings may be an appropriate method for discussion and efficient processing, the primary focus should always be the facilitation of individual student development.

How often and for how long the advisement group meet vary from location to location. Hubel (1974) warns that "if at least a half hour per week (preferably an hour) cannot be found in the schedule to devote to the advisor sessions, then it is probably better not to start them at all." The advisement program should provide time for developing a one-to-one relationship between students and their advisors. An advisement program shows not only that schools are acknowledging the need, but that they have the time and the means to assume that these types of valued relationships occur.

Before outlining a workable method of scheduling advisement times, it is necessary to define several terms:

Advisory Group: A group consisting of one advisor (faculty/staff member) and 15-20 advisees (students).

Advisement Team: A group consisting of six to twelve advisors (faculty/staff members). The Advisement Team is made up of faculty/staff members representing different subject areas, ages, experiences, and philosophies. Every advisor in the school building belongs to a Team through which members draw support and share ideas. Therefore, scheduling must be such that each advisor has ample time to meet with his or her Advisory Group (students) and each advisor has ample time to meet with his or her Advisement Team (fellow advisors).

Advisement Block: A block of time equivalent to two class periods. During part of this time-block the advisor meets with his or her Advisement Team. During the remainder of this time-block the advisor meets with his or her whole Advisory Group or with individual advisees from that Group.

The easiest and most facilitative approach to scheduling advisement time into an already existent school program is <u>not</u> the addition or creation of an extra time period. Such an approach requires extending the school day or shortening class and/or lunch periods.

A more expedient method of scheduling advisement time is to view your existent school schedule as a base upon which to superimpose a new additional schedule made up of three Advisement Blocks per day. This results in a minimally disturbed school program.

Both the regular class periods and the new Advisement Blocks will run simultaneously. For the purpose of a simple example let us assume that the regular school day extends from 8:20 a.m. to 3:35 p.m. and that class periods run for one hour. (The example can be modified to fit your particular school day schedule. What is important to remember is that one Advisement Block should be equivalent to two class periods.)

8:20 - 9:20	8:20 - 10:20
9:20 - 10:20	
10:20 - 11:20	10:20 - 12:20
11:20 - 12:20	
12:20 - 1:20 (lunch)	12:20 - 1:20 (lunch)
1:20 - 2:20	1:20 - 3:20
2:20 - 3:20	
3:20 - 3:35 (homeroom)	3:20 - 3:35 (make future advisement appointments).

Each Advisement Team is assigned one Advisement Block each week. During their Advisement Block the faculty/staff members on the Advisement Team release their class(es) or leave their staff work and meet in the Advisement Center. After meeting with each other they remain in the Center to meet with their advisees. For example, at the beginning of the year you and the other members of your Advisement Team are assigned one of

the Monday Advisement Blocks. Throughout the year you will then meet with your Team members (other advisors) and, afterwards, with your Group members (your advisees) during one of the three Monday Advisement Blocks.

In order to avoid the apparent problem of advisors needing to have double free periods each week on the same day or cancelling the same class(es) once a week, the Advisement Blocks will rotate on a three-week cycle. For example, the chart below demonstrates how this rotation works. Advisement Team A meets during Advisement Block I (8:20 - 10:20) on the first week. The second week Advisement Team A meets during Advisement Block II (10:20 - 12:20) and the following week Team A will meet during Block III (1:20 - 3:20). On the fourth week the cycle begins over again.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
First Week					
8:20-10:20 I 10:20-12:20 II 1:20-3:20 III	Team A B C	Team D E F	Team G H I	Team J K L	Team M N O
Second Week					
I II III	C A B	F D E	I G H	L J K	O M N
Third Week					
I II III	B C A	E F D	H I G	K L J	N O M

According to this chart three different Teams meet on each of the five school days. Advisors and advisees have, built into their regular school week, a block of time during which to meet. However, they also have regularly planned classes which, due to the rotating Advisement Block, are not greatly disturbed.

It is not typical for an advisor to meet with his or her whole group of advisees every week. The system is set up to foster one-to-one student contact. As a matter of fact, the group may assemble as a whole only once or twice in a semester. Individual advisees make appointments with their advisor in advance of their scheduled Advisement Block. Even if the same advisee needs to make contact with his or her advisor each week over a six-week period, the advisee can schedule these meetings in such a way as to avoid missing time in a particular class more than once. This is one of the advantages of the rotating Advisement Blocks. For example, in the case of the above mentioned student, he or she could arrange private meetings with his or her advisor during a six-week period in the following manner:

Week I	-	8:45	(Advisors meet with advisees following
Week II	-	10:45	the Advisement Team meeting. Advisors
Week III	-	1:45	on a Team will generally meet for
Week IV	-	9:20	20-30 minutes each week at the be-
Week V	-	11:20	ginning of their Advisement Block.)
Week VI	-	2:20	

Thus, the student has missed portions of six different classes over a six-week period as opposed to missing the same class daily for six days or weekly for six weeks. Students are summoned from class by the Advisement Center secretary(ies) and return to class as soon as the appointment is finished. Another feature here is the responsibility and opportunity the student is given for planning in advance.

The rotating schedule also accommodates the advisors. During his or her assigned Advisement Block (two consecutive class periods/week), the advisor must be available in the Advisement Center to work with any of his or her 15-20 advisees who have made appointments. This will mean that each week the advisor who teaches will release one or two classes in order to be in the Advisement Center. The students who are released from classes will have a Commons time during which they may go to the library, gym, study hall, or other school facilities. Because Advisement

Blocks are set up on a rotating basis so an advisor who teaches will only release any one particular class every three weeks. This can be beneficial in that time is thus automatically built into classes for students to work on independent projects.

A clear understanding of the described scheduling process is crucial for implementing the Advisory System. A rotating Advisement Block superimposed on an already well functioning class schedule is, in the long run, the most accommodating and effective manner of scheduling time for advisors and advisees to meet either as a group or individually.

Although the above plan is recommended, there are many variations in scheduling providing the needed time for advisement. Some schools use the homeroom period for teacher advisement; other schools change their schedules to provide for large-group presentations, small-group discussions and individual conferences, or some combination such as the use of the homeroom period, but also set up additional meeting times either with individual advisees or with advisement groups.

Advisor-Advisee Membership

Each school also needs to examine the various ways in which advisor-advisee assignments can be made. The simplest method is to group the students heterogeneously with the assignment to advisement groups made according to random choice. One school allows the students to select three teachers they prefer and three they would not accept, and the guidance counselors use this information in making the assignments. Another school allows the student to choose his or her advisor based on several factors:

- Someone they already know.
- A teacher with common out-of-school interests.
- A teacher knowledgeable about a particular field.
- A teacher they and a small group of friends may select so that they can be together.

The method used should be given careful consideration to insure a good match and a heterogeneous group.

An Advisory Group consists of one advisor (faculty/staff member) and 15-20 advisees (students). When a student enters high school, he/she is assigned to an Advisory Group. Let us assume that the assignment is made according to a random-choice method of selection. During the summer prior to entering the school, the student receives by mail a description of the Advisory System and is asked whether or not he/she has a preference for a particular advisor. In the case of students with older siblings in the school, this opportunity for choice of advisor allows him/her to draw upon the experience of someone he/she knows well and receive some firsthand insight. However, most of the students, for whom the school is a new and unknown environment, will be unable to express a particular choice in advisors; and, therefore, placement in those cases needs to be on a random basis.

An advisor stays with the same group of advisees throughout the senior high years. Therefore, in a three-year high school, an advisor will be working with a group of tenth graders one year, the following year with the same goup at the eleventh grade level, and during the next year with the group as seniors. The bond between an advisor and their advisees is strengthened during their three-year relationship. They work together toward an important goal. In the case of one high school, when the advisor in a particular Advisory Group handed diplomas to his advisees at

graduation, they, in return, each handed their advisor a yellow rose. Such tokens of appreciation reflect the fact that something personally meaningful has taken place.

Although each Advisory Group works together as a unit throughout the senior high years, there are occasional changes. During a student's first year in the school, the advisee may not establish adequate rapport with the assigned advisor and thus may request a change. Because advisors and advisees are human, it is unrealistic to believe they always can and will be compatible in their assigned groups. There must be some flexibility to allow for change during the first year of getting to know one another.

Advisory Groups will not necessarily be composed of students all of whom are in the same year of school. Transfer students from different levels will be assigned to groups or advisees may ask to be in a particular group most of whose members are in a different level. For this reason it is valuable for advisors to have experience with the various needs of students at the different senior high school levels.

Advisement Center

The school which implements the Advisory System should have an Advisement Center. Just as teachers are given classrooms and laboratories for teaching, and administrators are provided with offices in which to work, so too must space be allotted for use by advisors and advisees. This space should accommodate group meetings of twenty people as well as allow space for individuals who prefer to work in pairs apart from the group.

Within the Advisement Center are kept resources such as vocational information, college and technical catalogs, kits (decision-making, occupational information, self-awareness, etc.), and books and magazines for use by both advisees and advisors.

It would be preferable if school counselors and secretaries are also housed in the Advisement Center. Although this arrangement is not always possible, every effort should be made to create a large enough open space for the Advisement Center so that key school personnel with whom students usually come into regular contact will be a working part of this setting. This will be advantageous for the advisors as well.

Students' records are kept in the Advisement Center and are thus always readily available for use by advisors and advisees. Students are encouraged to contribute to their own records and build up a file which will be of use to them after high school when making application to a college or for a job.

The advisement Center should be a warm and friendly setting with comfortable chairs and several conference tables available for use during Advisement Blocks. The room, furniture, and materials need not be sparkling and new--what is necessary is an atmosphere which lets people know that this is a personal place where students and advisors can grow to know themselves and each other better.

Parent Conferences

Unfortunately, parents are most frequently called in to take an active part in the life of their youngster at school when a crisis occurs. They are only called by phone to hear of discipline problems, not to take part in sharing positive things. Students in high school have so many teachers that when parents are curious about or interested in a school matter, they don't know whom to call about what. This somewhat typical plight of the parents of high school students is one of the basic concerns of advisors.

Parent contact involves communication between a student's advisor and their parent(s). This communication is maintained in three ways:

- Parent-student-advisor conferences
- Telephone contacts
- Informal gatherings

Parent-student-advisor conferences are conducted at least once each term when new schedules are being planned. However, advisors should arrange for more frequent conferences in order that some are held purely for positive feedback to the parent(s). Because the conferences held with the student and their advisor and parent(s) are held for the purpose of planning and evaluating the student's progress, it is important to plan the conferences carefully. The whole conference process can be dealt with most efficiently by dividing it into four phases:

1. *Pre-planning* - Prepare several worksheets for the advisee to fill out before the conference takes place. Items such as the following examples will help the student take more control of the conference. Ask the students what is the best thing that's happened to them at school during the last month? List their classes. Mention some skill or idea that they have acquired and that they have enjoyed for each class. On another worksheet provide the advisee with an opportunity to help determine a conference agenda. Ask the advisee to list at least five items that he thinks his parents would be interested in discussing in a three-way conference with him and his advisor.

   Forms should also be sent to the advisee's teachers to make comments on the student's learning program, progress, needs, and interests. Before the actual meeting, organize a conference format and go over it with the advisee. Also list some suggestions for conducting a meaningful conference.

A final pre-planning step is to utilize the process of role playing and let several or all of your advisees work in groups of three. Each student should assume the role of advisee, that of parent, and finally that of advisor during brief role-play sessions. This will help students experience all facets of the parent-student-advisor conference.

2. *Making the appointment* - Contact the parent(s) by phone and arrange for the conference to be held at a time which will be convenient for all involved. Holding the conference during the school day will give the parent(s) an opportunity to see the school in operation.

3. *Conducting the conference* - It is important that the conference be a time during which the student and their parent(s) reach some honest understanding of each other's expectations and plans. The advisor should enter into the conference as a resource person who is able to explain what is involved in school programs, what the student might expect from various programs, and how different programs will enable the student to reach certain goals. The conference is primarily a time of dialogue between student and parent(s), not a session during which the advisor reports to the parent(s) about the student's grades and behavior.

4. *Writing the conference report* - Following the conference the advisor should write a report which will then be included in the advisee's permanent records. This report should be objective and to the point. It will be helpful to both the advisor and the advisee in preparing for future conferences.

Telephone contacts are a method of keeping in frequent touch with an advisee's parent(s). Calls should be made by the advisor on a regular basis. Sometimes the call will be made merely to say "hello." Parents have always had questions and concerns, but in the past they have not had any contact in the school. Therefore, parents are not accustomed to talking over concerns as they come up. By making themselves available on the phone from time to time, the advisor will give parents a chance to talk with someone at the school in a non-threatening way.

When an advisee enjoys some success (even if the success may, to most observers, appear insignificant), their advisor should make a mental note and remember to call the advisee's parent(s). Such "sunshine calls" are so significant that we wonder why they have not always been required. Parents deserve the opportunity of sharing in their children's golden moments, big and small.

Informal gatherings afford advisors and parents the chance to get to know each other on a personal basis. This being the case, it is important to remember that there are a significant number of people who do not seek out, nor do they enjoy, a great number of friendships outside of their family circle. Care must be taken to avoid pushing parents who may not want to take part in arranged informal gatherings. On the other hand, care must also be taken in determining the type of gatherings that would be successful in attracting parents who do not otherwise participate in school functions but are not necessarily averse to doing so. In other words, Advisement Teams should take the time to discuss and examine the temperament of the community in which the school is situated. On the basis of the social characteristics of the community, informal gatherings (small discussion groups, Saturday afternoon fairs, coffee and cookies, etc.) can be planned so that would appeal to the parents.

Stage 4: Evaluating and Adjusting the Advisement Program

Evaluation and adjustment are carried through in two principle processes, advisor team activities and staff development. A description of these components follows.

Advisor-Advisor Relationships

Another line of communication which must be established and maintained is between advisors. As faculty/staff members assume this new role of advisor, they discover that suddenly, regardless of their formerly established school roles, they now all have something in common, besides the students, about which they can share information. This new bond is a healthy one. Departmental barriers break down and the adults at work in the school begin to need each other in a new way.

Teams. An important aspect of the advisement process is the development, maintenance, and nurturance of teams. A team is a group of from 6 to 12 advisors who represent a cross-section of subject areas, age, experience, and philosophies. The team functions as a support system for advisors. Through the team approach, individual advisors are no longer working in isolation. Rather they provide for themselves a climate of support and a structure for sharing which aids them in carrying out their advisement responsibilities.

It is vital that advisors share their talents and ideas. This team approach is the most effective way of insuring such communication. These teams remain constant from year to year allowing the advisor members the opportunity to get to know each other well enough to share openly and honestly their ideas and feelings. Advisors, advisees, and the school community all benefit from a team approach. Individual advisors can increase their advisement skill and knowledge through a deliberate, sustained interaction with other advisors. Advisor concerns and needs can be more effectively communicated to curriculum planning groups, the advisement steering committee, and other decision-making bodies. Through teams teachers get to know each other well. They can set common goals and make committments for improvement.

Advisees benefit from access to the increased level of skills and knowledge their advisors have available to them, through other team members. Advisees will receive assistance that is better attuned to the yearly pattern of student needs. The increased commitment and availability of advisors will provide advisees with consistent opportunities for interaction.

The school community, too, benefits from Team Advisement in that it can become a means for carrying out school-wide goals. Team members who are working together in a climate of trust provide a rapport for a comfortable, positive, growth-directed school. Through advisement teams, a channel of communication is established, which can effectively reach every member of the staff.

Team Organization. There are different ways to organize teams. Following are three possible approaches and a critique of each:

1. In this team approach leaders are chosen because they possess leadership skills or potential leadership skills. The team consists of from 6 to 12 advisors from diverse backgrounds, and functions as a support system. The team leaders stay leaders for an extended period of time and have ongoing leadership training and team leader meetings to support them.

   Team leaders have a critical role in the functioning of this team. They see to it that the team meets regularly and that the agenda meets the needs of the group. They facilitate exchange of ideas, information, and concerns among team members. They are central in maintaining positive attitudes in individuals and the group.

   A key function of this team leader is to provide in-service training and staff development for their team. Thus, they need to be able to evaluate in-service needs and either locate an appropriate resource or provide the training themselves.

   This model is an excellent one. It is an approach that schools should aim for. Much time, however, is required from Team Leaders and the issue of remuneration is sometimes problematic. Each school would need to resolve that issue individually.

2. This approach differs from the first in that 6 to 12 advisors form a team and then elect a leader from their group. Another difference is that the leader serves a one-year term and then a new leader is elected from the team. Team leaders meet to provide each other with support, but no formal leadership training is provided.

   The leaders have much the same role as was described in the previous model. The major difference is that these leaders would for the most part arrange for in-service training instead of actually providing it themselves. They would, however, need to be able to assess team in-service needs; contact appropriate community resources to provide in-service; become aware of resources in the school community (including parents); and arrange special training for new advisors.

Two important disadvantages of this team concept are that (1) the leaders do not get formal leadership training and (2) the training they do acquire through experience "goes to waste" as their term ends at the end of a year. There is also a disadvantage in having to rely primarily on outside resources for in-service.

3. There are no distinct leaders in this third team model. The team members divide the responsibilities and form committees to handle them. Each committee then selects a chairperson to be in charge. Chairpersons and committees can change to suit the needs of the team and individual team members. As in the other two approaches, the purpose of the team is to provide support and in-service training for advisors. All team members share in the responsibility of maintaining enthusiasm and committment, scheduling and attending team meetings, and planning an agenda. Committee chairpersons are responsible for evaluating the in-service and staff development needs in their area and for contacting the appropriate resources. The chairpersons also must provide or arrange for training for new advisors.

   This is a very democratic approach to teams but has the disadvantage of having no distinct leader, i.e., no one person to be accountable for the team's advisement. This sometimes leads to confusion and chaos. Also, as in the second team model, outsiders would have to provide the majority of in-service training as no one team person is learning leadership skills.

Staff Development

In order to meet the needs of individual students, the Advisory System calls for a strong program of continuing staff development. Plans for this program should be made in light of consideration being given to (1) a rationale, (2) the content, and (3) the structure.

Rationale. The rationale deals with the question, why should there be on-going staff development in the Advisory System? There are two major reasons. The first reason is that the advisors' responsibilities involve mastering and teaching new skills. Examples of these would be self-assessment or decision-making skills. Advisor responsibilities also include internalizing new and changing information, as in the case of awareness of the total range of school offerings. This information will be used by the advisor to help his or her advisees with their immediate and long-range program planning. Systematic staff development will help advisors to share their knowledge with one another, thus making efficient use of teacher time and skills.

For teachers to share information, they must get together. Communication, then, is the other major reason to plan for continuing staff development in the Advisory System.

Content. The question of content means determining what are the topics of the staff development or in-service meetings. This will vary according to the needs of the group. The basic topics of the staff development very likely will be the twelve areas of advisor responsibility: program planning, self-assessment, school offerings awareness, parent relations/conferences, decision-making skills, career planning/preparation, learning style analysis/study habits, competency-based education, employability education, college preparatory planning, personal crises management, and school/community issues. The staff development program also must provide for communication within advisement teams and between advisement teams. For this reason, all workshops and in-service meetings should be attended by everyone on the school staff. Personal growth and humanistic activities are essential aspects of staff development. These types of activities help to maintain a positive attitude and enhance good feelings within the advisory group.

Because most faculty members have not had training on how to deal with one-to-one student contact that did not involve subject matter content,

they may feel inadequate in basic helping skills and individual career assessment. The Guidance Unit in the State Department of Education should be able to provide consultation and/or materials for staff development activities in basic helping skills and career assessment.

Structure. Sturcture deals with the question of how and when does staff development occur. There are no hard-and-fast rules but many possibilities exist. The goal of a vital staff development program is to help the advisors meet the needs of their advisees. It is obvious that staff development occurs informally as advisors share with one another during the advisement team meetings. It is conceivable that an advisement team could use just the first fifteen minutes of its advisement block for a quick update on whether the new math course meets state graduation requirements. Or they might use on whole two-hour advisement block to hear presentations by admissions counselors from several nearby colleges. It would even be possible for them to take the two-hour block to go as a team on a field trip to the new vocational-technical school. If the communication is clear, the advisors can plan for these staff development sessions and can schedule their advisees accordingly.

There will probably be a need for every faculty member to receive the same information. Thus, it is probably that there will be all-faculty in-service meetings attended by everyone. These may occur during workshop weeks, after school, or on Saturdays. The key to valuable in-service is continuing development of advisors which enables them to meet the needs of each individual advisee.

Surveys and informal needs assessment techniques can be used to suggest procedural modifications and updated staff development activities.

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Group Activities for Staff Development

This section contains Group Activities that can be used for staff development workshops. Since the workshop objectives may vary from school to school, no ideal model is presented. It is suggested that leadership personnel select, adapt and construct activities that are appropriate for their particular staff needs.

Group Activity

ANXIOUS RESPONSES

Have participants generate possible anxious responses of faculty members and record on "Anxious Responses Worksheet." Get at least one response each for the administrator, the counselor, and the teacher. Examples of possible anxious responses to two statements follow.

I believe that. . .the principal, the teacher and the counselor can become the links between the programs of the school and the needs of the student.

Anxious Responses

Principal	Teacher	Counselor
"With that many people involved in scheduling, how would I organize it?"	"How can I help students select courses? I don't even know what they teach in that department!"	"Well, then, just exactly what <u>am</u> I supposed to do?"

I believe that. . .the school atmosphere should say to the students, "We trust you."

Anxious Responses

Principal	Teacher	Counselor
"Students today don't give us much reason to trust them."	"You can trust a few students in every group, but you can't trust them all."	"When I try to trust students I get the rest of the faculty on my back."

ANXIOUS RESPONSES WORKSHEET

I believe that. . .faculty must build trust among themselves.

Anxious Responses

Principal	Teacher	Counselor

I believe that. . .parents feel better informed and at ease relating to a faculty member who knows their child personally.

Anxious Responses

Principal	Teacher	Counselor

Group Activity

ANXIOUS RESPONSES TO ROLE CHANGE

Divide into groups and discuss potential anxious responses of principals, teachers, and counselors. It is better to mix teacher, counselor, administrator membership in each group.

Each member in the group should respond to statements such as:

"As a principal I would feel uncomfortable about. . ."

"As a teacher I would feel uncomfortable about. . ."

"As a counselor I would feel uncomfortable about. . ."

Examples to facilitate:

As a principal I would feel uncomfortable about finding time to meet advisees when I have meetings that I should be attending.

As a teacher I would feel uncomfortable about contacting parents regarding course schedules.

As a counselor I would feel uncomfortable about having a teacher advisor do something I had previously been doing.

Ask each group to 1) focus on the primary locus of the anxieties and 2) develop preventative activities or supportive functions.

Review reports from each group.

Be prepared to relate the need for an advisement system to deal with these concerns through the following:

- an organizational plan
- a staff development program
- a communication system

Group Activity

SCHEDULING

The group should examine scheduling alternatives:

- home room
- extended periods
- special time
- time block (See Part I)
- other: _____

Fill out Advantages-Disadvantages on "Scheduling Alternatives" handout for each method.

Part I, page 19, presents a time block approach. This is a more complex approach and deserves some detailed attention. Use the time block method to demonstrate how to fill out the "Scheduling Alternatives" worksheet.

Method	Advantages	Disadvantages
time block	• builds advisor cohesiveness • forum for advisor problem solving • can build in staff development activities • can adapt to unique advisor needs • promotes attention toward individual/personalized methods	• requires special provisions for group advisee contacts • special attendance monitoring needed • open school climate required

Organize into small groups to finish "Scheduling."

SCHEDULING ALTERNATIVES

Method	Advantages	Disadvantages

Group Activity

ADVISEMENT SETTING ALTERNATIVES

The group should discuss possibilities for locating advisement activities

- home rooms
- advisement center
- guidance area
- integrated with another area, e.g., library, lounge, cafeteria
- other: _____

Fill out "Advisement Setting Alternatives" response sheet.

Setting	Advantages	Disadvantages

Group Activity

ADVISOR-ADVISEE MEMBERSHIP ALTERNATIVES

The group should examine advisor-advisee assignment alternatives:

- random assignment
- match characteristics
- advisees select

Note special considerations such as "how do you handle requests for change?"

Method	Advantages	Disadvantages

Group Activity

ADVISORS

Each group should examine advisor considerations:

- membership (who?)
- communication (clusters?)
- coordination (leadership?)

The group should strive to get consensus on a best approach from two alternatives.

Membership:

Communication:

Coordination:

Group Activity

STAFF DEVELOPMENT

The group should discuss aspects of the following staff development concerns:

1. Pretraining - What kind of program(s) are feasible for an Advisory System?

2. Continuous Inservice - How can this best be achieved?

3. Resource Personnel - Make a list of the types of resource personnel to look for in the school and community.

4. Cluster vs. Total Group - Should the responsibility and activities be determined by each cluster or planned for the total advisory staff?

The "Staff Development" discussion in Part I on page 32 should stimulate discussion on each of the four questions above. Fill out the worksheet.

STAFF DEVELOPMENT WORKSHEET

Pre-training:

Continuous Inservice:

Resource Personnel:

Cluster vs. Total Group:

50

Group Activity

OUR ADVISORY SYSTEM PLAN

Rationale:

Responsibilities:

IMPLEMENTATION CHECKLIST

Structure and Organization	Describe Your Plan
Scheduling ____homeroom ____block ____extended period ____special time	
Advisors ____all teachers ____other staff ____administrators ____counselor role	
Advisor-Advisee Membership ____match characteristics ____advisees select ____random assignment ____advisor change policy	
Advisement Setting ____no center/homerooms ____special advisement center ____integrated with another area ____guidance center	
Parent Conferences ____phone contacts ____informal affairs ____parent/advisor/student conferences ____advisor-parent conferences	
Staff Development ____pretraining ____continuous inservice ____resource personnel ____cluster vs. total group	

ADVISORY SYSTEM INSTALLATION

(School District) _____ (Date) _____

What Opposition Might You Find?

What Support Will You Find?

Group Activity

ADVISEMENT PROGRAMS FOR CRITIQUE

The group will be asked to critique one or more examples of advisory programs in schools: Redfield, Minnehan, Sandbert, Rutledge, Hill Road, and West High. Handouts have been prepared describing the manner in which each of the hypothetical schools has instituted an advisement program. (See characteristics of successful advisory programs on page 5.) Most of the information was taken from interviews with secondary school teachers, counselors, and principals. It describes the wasy in which six actual secondary schools in different regions of the United States have implemented Advisory Systems.

Also distribute to every participant a copy of the form that lists the same component features as used in the descriptions of the six model schools. During this part of the activity the participants should use this form to jot down any notes and ideas they feel would be helpful later on when they will be asked to formulate a workable advisement program for their own school. They will need to consider how these same components would be worked into their school's existing program.

Allow ten minutes for each example to be read. In some instances, the members may wish to role play the faculty of that school to get a feel for the program.

Model Presentations

Selected group members should present a critique of the model(s). Other group members may wish to take notes of the critique on their handout of the model.

The objective of this activity is for everyone to learn about the advisement variations being presented. Encourage the "audiences" to ask clarifying questions. No one of these variations is to be implemented as an ideal model. This exercise is intended to convey the fact that every school can implement an advisement program individually.

Advisement Notes

Scheduling:

Advisors:

Staff Development:

Advisor-Advisee Membership:

Advisement Center:

Parent Conferences:

REDFIELD HOME BASE PROGRAM

Scheduling

Home Base Period (HBP) takes place during the morning homeroom period. HBP consists of announcements, roll call, scheduling, and student contact.

Advisors

Every teacher has an advisement group. The HBP is being done on a trial basis with the hope that it will evolve into a more comprehensive Advisory System. Present responsibilities include making announcements, taking roll, scheduling and student contact. Advisors do not presently keep advisee files. The role of the counselor is basically unchanged. The counselor goes into the social studies classes for program planning with students.

Advisor-Advisee Membership

Advisors are assigned through the principal's office. They stay together for three years, with the exception of requested changes. The size of each Home Base group is the same size as the former homeroom group.

Advisement Center

There is no Advisement Center. The appropriate records are kept in the principal's office and in the Counseling office.

Parent Conferences

Teachers are responsible for communicating progress information to parents of students in their courses.

Staff Development

The school tried to implement an advisement system variation but did not continue it. The teachers felt uncomfortable. The staff development was not adequate. On the basis of this experience, the counselor recommended stressing values clarification, human development, and group skills in the inservice workshops. The teachers need to feel comfortable with these kinds of activities.

HILL ROAD GUIDE-GUIDEE PROGRAM

Scheduling

The Guide Groups meet daily, first thing in the morning. Three days per week they meet for 10 minutes, and two days per week they meet for 30 minutes. Then appointments are arranged individually. The school is a Continuous Progress school with module schedulings and was built to accommodate advisement. When they have inservice and ongoing workshops they revise the regular schedule.

Advisors

Guides are teachers, counselors, and principals. The Guide holds Guidee files. The Guides are responsible for group skills, student motivation, home-school communication, and program planning. The Guides are divided into teams.

In the spring, counselors go to the junior high schools to meet with freshmen for testing and some planning. Hill Road High School has 22 possible curricula to choose from. These are based on 15 U. S. Office of Education job clusters.

Advisor-Advisee Membership

Freshmen students are asked what kind of personality they want in an advisor. The counselor then matches these based on his/her knowledge of Guides and on Guidee responses. Guide-Guidee relationship is intended to last three years but changes are allowed.

Advisement Center

The Guide Groups meet in homerooms.

Parent Conferences

The Guide has the responsibility for the parent conferences of their Guidees.

Staff Development

There are three counselors. Each is assigned to a "group" of Guides. They train them in the advisor responsibilities.

THE RUTLEDGE INDIVIDUAL ADVISORY SYSTEM

Scheduling

Each student has a DUT (daily unassigned time) during which he or she spends one hour in the commons area. This DUT is more commonly called a "commons period." During this given "commons period" the students' advisors are also scheduled into the commons. Here the students can use the media center, go to the snack bar, play basketball, study, or meet with their advisors. The advisor can see his or her advisees individually or as a group during this time.

Advisors

Each faculty member is an advisor: principal, assistant principal, librarians, teachers and counselors.

Their responsibilities are to:

- maintain student contact
- serve as emotional resources
- establish home-school communication
- help doublecheck registration for small problems
- get copies of advisees' deficiency reports
- help advisees improve study habits if necessary.

Advisors are urged not to take on bigger problems than they can handle.

Advisor-Advisee Membership

Advisees are not assigned to an advisor who is one of their subject matter teachers. Personality differences are taken into account; therefore, students can switch advisors. The objective is to increase one-to-one contact. All students are assigned to new advisors at the beginning of each school year.

Each advisor has about 15 advisees.

Advisement Center

The commons area is located away from the classrooms and near food services, gymnasium, media center and counseling and administrative offices. Advisement has been in effect since the school opened (three years). The facilities and time allowance were planned to accommodate advisement activities.

Parent Conferences

Advisors maintain telephone contact with parents. Parent reaction to this has been positive. This contact includes positive feedback as well as concerns.

Staff Development

The first 8-10 advisor-advisee meetings were planned for the staff. They were given specific objectives for those meetings. Advisors were also given 15-30 specific tasks to accomplish with their advisees during the year. It is felt that there will be less teacher resistance if they understand the goals of advisement, their roles, and their specific responsibilities.

Counselor responsibilities include:

- all program planning and course registration
- standardized testing
- crisis intervention
- self-assessment
- counselors train advisors in group skills and work with faculty on advisement skills during faculty meetings.

The administration at Rutledge feels that the counselors must continue to have full responsibility for all testing, since not all faculty members are prepared in this area.

SANDBERG ADVISOR-ADVISEE SYSTEM

Scheduling

There is a daily ten-minute Advisor-Advisee (A-A) meeting in the mroning for attendance and announcements.

Each grade level 7-12 meets for one full period during the day:

1st hour.....7th grade
2nd hour.....8th grade
3rd hour.....9th grade
4th hour....12th grade
5th hour....10th grade
6th hour....11th grade

The whole grade level is free during a given period. Students are not to schedule classes during their A-A period. However, they can be involved during the A-A period in independent study.

Next year they hope to have two-hour A-A periods which meet twice a week. The remaining three two-hour periods will be spent in classes.

Advisors

Everyone on the faculty, including nurses, is an advisor. Each advisor has the cumulative files of his/her advisees. They help students plan course selections. They help students register and schedule classes. They plan informal interaction with the students.

Advisor-Advisee Membership

The student's preference for advisors is honored. Changes are made as needed. The A-A groups consist of 15-20 students per advisor.

Advisement Center

The building is very old and sees 96 percent room use. They have no Advisement Center but schedule whatever space is available for meetings.

Parent Conferences

They are the responsibility of each advisor. They gather pre-conference data from parents as well as from the students and their teachers. Advisors assess their professional needs and plan to meet them. For example, last year, they gave reading proficiency tests and made referrals to the high school developmental reading center. They analyzed the reading level of each textbook in their school. This proved helpful in recommending courses to students.

Ninth and tenth grade advisor teams elected a coordinator. This coordinator met with the other advisors to communicate weaknesses and strengths of the ninth and tenth graders.

Staff Development

The counselor serves as a resource person for staff development in addition to traditional responsibilities.

THE MINNEHAN TEACHER/ADVISOR SYSTEM

Scheduling

Advisors and advisees meet first thing in the morning for ten minutes every day. They take care of attendance, announcements, and human development activities. During the spring quarter long-group sessions are held for evaluation of the first three quarters and to plan programs. These long sessions are also used for discussing school and social issues.

Advisors

The whole staff advises. The responsibilities of the advisor are:

- self-worth
- caring climate
- student/teacher relationships
- student peer group relationships
- human development

The counselor assigns advisees. The counselor is not being replaced. Instead, this system allows him or her to work on referrals at a higher professional level. The Teacher/Advisor (T/A) System has reduced student contact with the counselor for routine matters.

Advisor-Advisee Membership

The advisee assignments are based on student preference. Students list five possible choices. Usually a student gets his or her first or second choice. A T/A Family consists of students from grades 7-12. The teachers felt this would be most beneficial for behavior modeling. The principal, however, indicated a preference for a junior high-senior high breakdown because of a difference in the career planning needs of younger and older students. The principal is assigned the advisees with excessive unexcused abscences. Each advisor has 15-20 advisees.

Advisement Center

The T/A meetings take place in classrooms and other available places. Teachers share human development activity ideas via dittoes in the faculty mailboxes.

Parent Conferences

Student/Parent/Teacher conferences are held at the end of the first and third quarters.

Staff Development

The two inservice days per semester are often devoted to T/A needs. The counselor serves as a resource person.

THE WEST HIGH INDIVIDUAL ADVISORY SYSTEM

Scheduling

Scheduling of Advisement Time: Fifteen minutes are set aside at the end of each school day for students to contact their advisors and set up advisement appointments. Each school day contains three two-hour blocks. So that teachers and students don't miss the same class period for advisement every week, the advisement block rotates through the day on a three-week cycle.

There are fifteen two-hour blocks in a school. All advisors have been divided into fifteen teams. Each team is assigned one two-hour block per week to meet with each other and with their advisees in the Advisement Center. (Therefore, each advisor has one two-hour block per week during which time he or she meets with the other advisors in his or her team and with his/her advisees.) Some teams of advisors choose to meet with each other for a short time every week during the beginning of their two-hour advisement block.

Advisors

All teachers, counselors, and principals are advisors. The staff was hired to implement the advisory system.

Advisors' responsibilities deal with:

- program planning
- parent communication
- personal development of advisees.

The teacher who is advising during a given two-hour block dismisses his or her class to a commons period (library, snack bar, or commons study area). The advisee who wishes to meet with his or her advisor has already set up an appointment with that advisor. At the beginning of the advisement period the advisors present, to the Advisement Center secretary, their lists of advisees who have made appointments. Passes are then prepared and taken to the advisees' classes to that the advisees with appointments can be released to the Advisement Center.

Counselor responsibilities are:

- to be an advisor
- to serve as a resource for advisors
- to teach advisors skills that they want to develop
- to assess student needs and develop programs, such as Out-of-School Learning.

Advisor-Advisee Membership

In a letter sent during the summer incoming sophomore students are given a choice. Not many respond because they don't know the faculty yet. Advisors and advisees are randomly matched. Three times during their first high school year, students are allowed to switch advisors. Students have their same advisor for all of their years at West High.

Each advisor has 15-20 advisees.

Advisement Center

The advisement center is a large carpeted open area. All counselors are housed here with student records, secretaries and conference tables. Vocational information and college and technical catalogues are kept on open shelves. The Advisement Center, library, and commons area are connected by open spaces. The permanent records are conveniently located here for advisor and advisee use.

Parent Conferences

They have developed in-services to include four phases of parent conferences: pre-conference planning, setting up the appointment, conducting the conference and writing the conference report.

Parent-school communication takes place in any or all of the following:

- telephone
- advisor/parent/advisee conferences
- advisor teams holding informal coffees for parents of advisees in that team.

Staff Development

A one-week summer workshop is held for all new advisors and team leaders. Counselors often serve as resource to teams. Advisor teams spend the whole two-hour block with each other in an in-service, field trips, or visiting with a resource person.

Group Activity

IDENTIFICATION OF STAFF NEEDS

Based on the Advisory System responsibilities to be assumed for a local district, the group should identify staff needs. A description of the responsibilities identified for advisors should help determine this list.

Following are some stimulus questions for the groups:

- Are there common fundamental needs for all staff? For example, do all advisors need some basic helping skills training? The skills needed to be an effective advisor are not so different from those required to be a good teacher, or principal, or counselor. What is different is the one-to-one contact with a student outside of a curriculum-based situation. It is essential that each advisor deal with his or her advisees in an honest and comfortable manner. In other words, an advisor is most effective when being himself or herself. Realization of this basic point will make the one-to-one contact easier to deal with. Once the advisor reaches this point, it is time to assess strengths and weaknesses and determine those areas where more skill development is needed.

- What specific knowledge and skills are needed to meet advisor responsibilities?

List these staff needs on the "Staff Development Plan" worksheet. Keep the worksheet for future use.

Continuous Staff Development

It is not realistic to expect every advisor to master every single area of responsibility. Advisors need to share their knowledge and help develop these skills in one another.

The crucial question is: What is an effective approach to continuing staff skill development? The answer may be: the advisor team.

The small secondary school might have only one team of advisors. The large school may have three or four. The number of teams is not as important as the organization of the team(s) for continuing skill development.

Here are three of many ideas for organizing this continuing staff development:

- Ideas and activities can be duplicated and distributed via the faculty mailboxes.

- The advisor team schedules its own regular one-hour inservices. Advisors assess their skill areas and prepare inservice procedures for advisors in their own and/or in other teams.

- Or advisors can present inservice activities in their strong areas.

STAFF DEVELOPMENT PLAN

This may not be enough space for your planning. Feel free to attach additional sheets as needed.

Staff Needs:

Pre-Service Training:

Continuous Staff Development:

Group Activity

SKILL AREA EXPLORATION

There will be twelve (12) separate skill areas presented in this activity. The participants need to be divided into small groups so that each group can discuss and then present one or two skill areas to the other participants. Each group will present one skill area. If there are a small number of participants each group should present two advisor skill areas.

The advisor skill areas to be included are:

- Program Planning
- Self-Assessment
- School Offerings
- Parent Conferences
- Decision Making
- Career Planning
- Learning Style Analysis
- Competency-Based Education
- Employability Education
- College Prep Planning
- Personal Crises
- School/Community Issues

_____

_____

_____

_____

Place copies of skill area handouts on their corresponding work table. Ask participants to distribute themselves evenly among the labeled work tables. Counselors, psychology teachers, and administrators should be evenly distributed since they may have experience in working with these skill areas. It is important that each skill area receive adequate coverage.

Have each group read and discuss its advisor skill area(s). Space for notes should be provided on each Handout Page so that group members can note additional resources and processes to be included in a workshop. Outline a workshop to teach a skill area. (See "Outline for Advisor Skill Development").

Workshop Outline for Skill Area

A representative from each group will then distribute the Handout Page explaining the skill area discussed by his or her group. The representative should allow about five minutes for all participants to read and comprehend the skill handout. They will then present the outline prepared by their group for a workshop teaching that skill.

OUTLINE FOR ADVISOR SKILL DEVELOPMENT

(Group) _____ (Date) _____

Skill Area: _____

Objectives (List Specific Knowledge, Skills, Attitudes):

Organization (Mini Scope and Sequence):

Session	Objectives	Activities	Local Resources

Feedback (Evaluation and Follow-up):

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Handout EXAMPLE ONLY

COLLEGE PREPARATORY PLANNING

Skills Needed:

1. To be able to prepare a flow chart which will show the steps to be followed by an advisee who intends to enter college. Steps to be indicated might include taking tests such as the College Entrance Examination Board (CEEB) and the Scholastic Aptitude Test (SAT), sending for application forms from preferred schools, submitting applications, etc. The timing of these steps should be shown on the flow chart.

2. To be able to locate someone knowledgeable about financial aid to come from a nearby college or university and inform your team of advisors (or a group of interested advisors) about helping college-bound advisees in this area.

3. To be able to describe purposes of tests like CEEB, SAT, National Merit Scholarships, etc.

4. To be able to gather together an assortment of college bulletins and teach students how to compare the different colleges.

5. To acquire the skills necessary for writing valuable student recommendations.

6.

7.

8.

9.

10.

Group Activity

SCHOOL OFFERINGS AWARENESS

Educational programs exist for the benefit of the student who is involved in them. In order to receive the greatest benefit, students and advisors must have a thorough understanding of the content and options which make up the educational program.

The primary source for course information is the course catalog. Every advisor should be thoroughly familiar with it. This meeting gives prospective advisors the opportunity to read and study their school's course catalog and to critique its helpfulness to the student and his advisor.

This activity consists of a short presentation on model course descriptions with small groups of teachers. The group may then evaluate their schools' course catalogs on the understandability and usefulness of the course descriptions to both students and advisors. Advisors should write a description of a course they teach to further reenforce how to read course descriptions. Time should be provided for advisors to read and ask questions about courses and programs offered at their school.

The advisor should be able to:

1) List four components of a model course description and write a description of the courses he teaches based upon the model.

2) List four general guidelines which an advisor should follow when advising a student on educational program planning.

Group Activity

RECORD KEEPING

Much formal and informal information is necessary for successful advisement. Participants will have an opportunity to consider what kinds of information are useful and relevant to advisement.

1. Group participants should be asked to brainstorm a list of the types of information they would want to have in order to help a student plan his or her schedule.

It would be helpful if participants had already given some thought to the kinds of information necessary to help a person set goals and plan programs.

2. Provide a collection of available information forms and ask the group to rate their usefulness to them as advisors. These forms might include:

- credit account form(s)
- registration form(s)
- grade sticker
- progress reports
- long-range planning form(s)

3. Finally, the group will discuss ways of involving students in the record keeping process. Experience has shown that although the advisor shares responsibility for record-keeping, informed and wiser choices are made by students who maintain their folders themselves.

Participants can collect or construct forms, and discuss the mutual responsibilities for keeping advisement folders. There should be some discussion of the advantages and disadvantages of having students keep their own records.

While planning, students and their advisors will want to make use of grade stickers, self-assessment forms, teacher recommendations, planning guides, etc. Thus, all of this becomes a part of the advisement folder. New advisors will have many questions about the types of material they will need in folders. They will also be concerned as to whose responsibility the maintenance of the folder will be.

Group Activity

ADVISOR'S HANDBOOK

The Advisor's Handbook is the program organizer and basic support tool for each advisor. The Handbook usually evolves over the years. Nevertheless, there needs to be a point of departure. A group approach may be part of the process.

The primary objective should be to establish a developmental schedule that would include such items as Task Force Groups, Materials Development and a Schedule of Activities. The Areas of Responsibility may serve as a focus for some specifics. On the other hand, the calendar and school procedures may suggest other elements.

Following is an example of a contents section on Program Planning:

- Comments and suggestions by department heads
- Things to consider when planning a three-year program
- Graduation requirements
- Semester worksheet
- Senior check worksheet
- Suggestions for pre-registration
- Pre-registration for sophomores
- Pre-registration for juniors and seniors
- School course offerings
- Course preference sheet
- Course code sheet
- Procedures for schedule building
- Schedule planning sheet
- Instructions for card pulling

1. The group should establish an outline for the Advisor's Handbook.
2. Task group procedures should be established.
3. Develop a schedule of Handbook construction activities.
4. Brainstorm "What I Would Like To See in My Handbook."

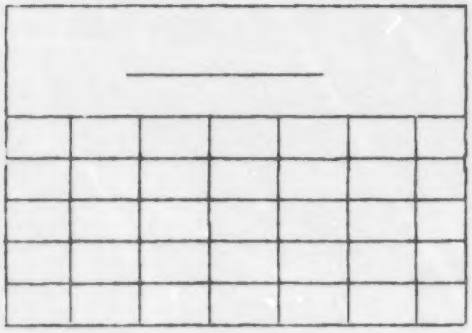
Group Activity

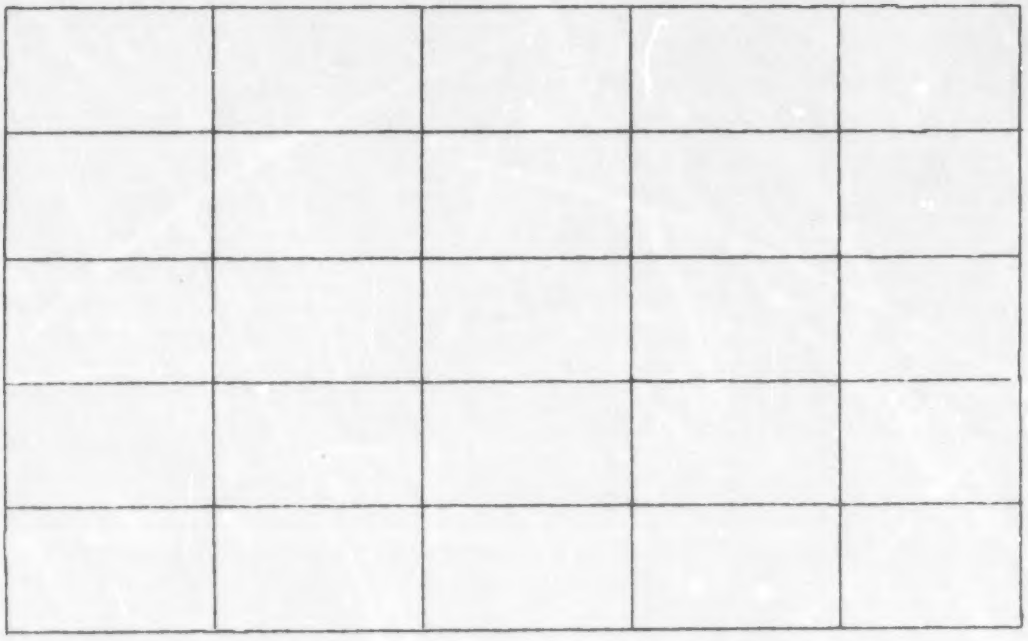
THE CALENDAR

Advisement activities seem to follow the ebb and flow of the school year; hence, the calendar approach. Advisors should use their calendar section regularly for two purposes: 1) to check and see if they have covered all items listed under the areas of responsibility and 2) for alternative suggestions of activities to do with advisees. At the beginning of each month, the advisor should look at the CALENDAR to identify those items under the areas of responsibility that need to be covered with his advisees.

The group activity goal is simply to construct a calendar for next year. The Areas of Responsibility can serve as a stimulus for generating monthly activities. Some areas of responsibility are very dependent on specific scheduling, e.g., college preparatory testing (SAT, ACT). Certain months may offer greater opportunity for flexible scheduling.

1. Select a calendar format. (See attached example.)
2. Project a month-by-month schedule of advisement activities.
3. Some advisors may wish to organize their advisement role around the calendar of events.





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Group Activity

PARENT CONFERENCES AND CONTACTS

The group should examine methods of parental contact. Prioritize the type of parental contacts in terms of importance.

- phone contacts
- informal affairs
- parent/advisor/student conferences
- other: _____

List highest priority first:

Contact	Justification

SUGGESTIONS FOR AN ADVISOR'S FIRST PARENT CONFERENCE

Who I Am--An Introduction

- Biographical Information (Minimized)
- Professional Background (Minimized)

What I Do As An Advisor--An Explanation To Parents

- The Purpose of Advisement
- The Role of The Advisor
- The Frequency and Arrangement For Meetings With Advisees
- Areas of Advisement

How I Work With Parents--An Explanation

- Answering Questions
- Asking Questions
- Rendering Assistance

What To Give Parents To Take Home

- A Course Catalog
- A Record-Sheet For Recording Graduating Credits
- A Card With Advisor's Name, School Telephone Number, and Other Information

Group Activity

ADVISEES PRACTICE THE CONFERENCE

1. Divide advisees into groups of three. Each would play a role representing the parent, the advisor, and the advisee. (Advisors might play themselves as well.)

2. Rotate the role so each advisee has an opportunity to be the advisee (self) in the conference.

3. Advisee should start the conference as they would in the actual situation following the prescribed organization.

4. Here is a list of possible questions that a parent might ask:

   How's _____ doing this year in school?

   What does the change in requirements mean for you?

   Will they count _____ at the (University)?

   But, how come we had to come in and sit here just to hear how good he's doing?

   What are the problems?

   My parents never heard from the school unless there was something wrong.

   How's _____'s attendance been? Is he cutting any classes?

   What's a ("Community Outreach") program?

   How may my child get credit if he isn't in school?

   Why aren't you taking a full year of American History now?

   Don't you have to take Junior English?

   What is this "basic studies" all about?

   What if _____ fails a course?